**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Operations and Algebraic Thinking (2.OA)**  **The Envision Lesson: 1-6 Subtraction Connecting Addition & Subtraction Selley Shelley** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING /Shelley Garrett and Lyla McBride** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Calendar Math*  Review Vocabulary… | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   (Related…) Show family pictures to illustrate (Parents, 1 boy, 1 girl) Talk about how they are all “related” Does it matter which goes first? Examples to illustrate number sentences. (place numerals under pictures..)  Do you think numbers can be related like people can be? Think about it for 1 minute, get with partner/small group and talk about it. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Part-Part-Whole Mat with 2 different colored counters (or 2 sided counters)*  *Do activities that show 2 yellow plus 4 red equals 6 (whole)*  *4 red plus 2 yellow equals 6*  *6 (whole) subtract 2 = (?)*  *6 (whole) subtract 4 = (?)*  *Ask children if they can see any relationships between these numbers?*  *Ask: “Let’s write a related number sentence-what do we need?” (3 numbers)(One should be a sum of the other 2)*  *Repeat with other sets of numbers as needed.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use laminated part-part whole mat with dry erase markers with a partner  Demo on the docu-camera and then have students work in pairs to show relationships with three numbers using, squares, stars, lines, dots etc.  Ask: ”Can you make another fact family?” Which numbers are the parts? Where do they go? Where does the whole go? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *(See Pearson practice sheets)* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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